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Abstract

Papers presented at the second annual Nuevas Vistas conference of the California State Department of Education are contained in this report. The broad areas covered are: (1) sociological views of the Mexican American; (2) problems of Mexican American students; and (3) reports of research projects concerned with Mexican American education. Summaries of panel discussions on Mexican American education are also presented. A related document is ED 020 844. (TL)

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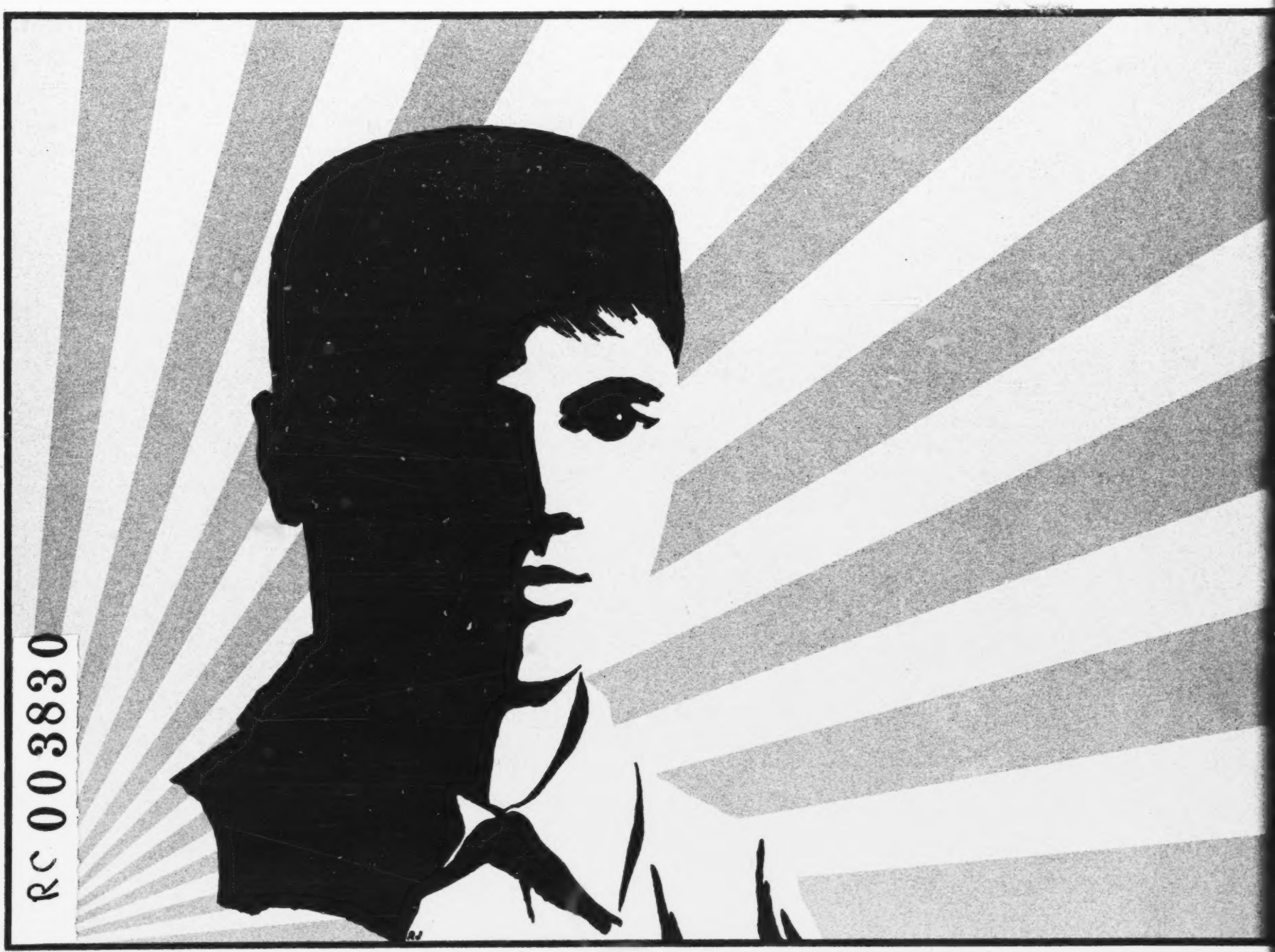
NUEVAS VISTAS

A REPORT OF THE SECOND ANNUAL CONFERENCE



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CALIFORNIA STATE DEPARTMENT OF EDUCATION Max Rafferty—Superintendent of Public Instruction Sacramento, 1969

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Nuevas Vistas

A REPORT OF THE SECOND ANNUAL CONFERENCE OF THE CALIFORNIA STATE DEPARTMENT OF EDUCATION

Sponsored by

Mexican-American Education Research Project
and the
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GI Forum
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Mexican-American Political Association

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1969

FOREWORD

I called the Second Annual Nuevas Vistas Conference to bring together the many motivated people who left the first Nuevas Vistas Conference with visions of "new horizons" and convincing thoughts of "¡Si, se puede!" All of us who participated in the first conference concluded that a thorough exploration of the educational needs of the Mexican-American was overdue. At that meeting I told you we had to develop programs that were educationally sound – programs that would keep Juanito in school.

In the 12 workshops that were held as part of the preparation for the Second Annual Nuevas Vistas Conference, which is reported on in this publication, we had opportunities to explore the educational needs of the Mexican-American child. And in the sessions of the second conference, we moved ahead in our job of developing educational programs that will help ensure for all Mexican-American children the education they need to become productive members of society.

We have attempted to gather together in this publication the ideas expounded during the sessions of our second conference. I feel certain this report will be most helpful to us as we examine what we have done, set goals for the future, and commit ourselves to the theme of the second annual conference: "¡Adelante, Amigos!"

Max Rafferty

Superintendent of Public Instruction

PREFACE

At the first Nuevas Vistas Conference, which was held on April 13-14, 1967, approximately 600 of us gathered in Los Angeles and took a collective look at a not too clear and not too inviting horizon, and we said, "¡Si, se puede!"– "Yes, it can be done." We said this long before any definitive declaration had been made of what, exactly, was wrong! We all knew it was time to turn some power-packed attention to the educational conditions enveloping Mexican-American people.

After a year of pushing, climbing, trail blazing, and exerting many kinds of efforts, we arrived at a point in time when it seemed important to talk over where we had been and what we had learned since the first conference.

Project members of Mexican American Education Research, Spanish Surname Adult Education, plus other staff members of the California State Department of Education worked assiduously to prepare for the second annual conference. The main objective was to pace each day to present maximum interest to the main body of participants. Very close to the main objective was the aim to establish situations where much "give and take" of feelings and ideas could take place. The observations I made and the impressions I received from talking and listening to conference participants lead me to say that the Second Annual Nuevas Vistas Conference was effective and did serve the purposes for which it was designed.

More than 1,500 people made the second conference live. They talked, they listened, they argued, they thought, they sang, and they laughed. They picked up the spirit of true amigos with a common, vital cause, and they left the conference with a surge of energy which was accompanied by an inner command: ¡Adelante!

As we all know, a democratic society can survive only with an educated populace. It fills me with pride to have witnessed such a fine group of people work as hard as the Nuevas Vistas Conference participants did to strengthen and improve California education. I invite you to read this report of that conference and to make your own assessment of the accomplishments of the 1968 conference.

EUGENE GONZALES
Associate Superintendent
of Public Instruction; and
Chief, Division of Instruction

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"Classroom instruction alone is not education."

Photographs for this publication were provided by the Office of the San Joaquin County Superintendent of Schools, the Fullerton Elementary School District, and Olly Olivas of Carpinteria, California.

MAX RAFFERTY
Superintendent of Public Instruction

INSTRUCTION ALONE IS NOT EDUCATION

La sola instrucción no es educación. La educación es enseñanza dotada además de sentido ético, histórico, y social: es el dessarrollo de las facultades físicas, intelectuales y morales para la vida interior y para la vida social del hombre. Su objeto supremo es enseñar a pensar y a sentir, a ser hombres, verdaderos hombres.

Translated: Instruction alone is not education. Education is instruction imbued not only by a social, historical, and ethical sense, but it is the development of physical, intellectual, and moral faculties for the social goals of man as well as for his inner existence. The supreme object of education is to teach how to think and to feel – to be men, real men.

This statement of what education is all about, made by President Gustavo Díaz Ordaz of Mexico, has been printed in large bright letters and posted in every classroom in the Republic of Mexico. It is the kind of statement to which I subscribe, for it reflects the goals of "education in depth."

As a matter of fact, it recalls the original statement of the fathers of our California Constitution when they mandated in 1849 that "the Legislature shall encourage by all suitable means the promotion of intellectual, scientific, moral, and agricultural improvement." Perhaps your Mexican forefathers who were at the Constitutional Convention in Monterey in 1849 had something to do with the wording of that article. If there is one thing in history that reveals continuity, it is the similarity of thought and of feeling of men separated by centuries of time.

There have been *machos* in all ages familiar with the complexities involved when training men "to think and to feel." Now, if it were only the professional problems of educating our young people that confront us today, how much easier the job would be, for during the conferences, seminars, and symposiums you have held in the past few years, you have identified the special problems of the Spanish-speaking citizen of California and of the West in general. In this conference you will be examining in depth the many areas where progress has been made, where federal and state financial help has been forthcoming, and what new legislation promises.

Education of the Californian of Mexican descent, as President Díaz Ordaz says, has a definite historical and ethical sense. The professional educator has the task of developing those technical skills necessary to reach the depths of inner existance so important to *La Raza.* Many of our Mexican-American students are familiar with the term *La Raza*. They now read a Spanish language newspaper by that name. And there is certainly nothing wrong with that.

There can, however, be a lot wrong with *La Raza* if the term loses its broad liberal meaning and becomes instead an expression for an exclusive minority of the Spanish-speaking population dedicated solely to political agitation. *El Día de la Raza* in the world south of the border is October 12, Columbus Day to us. On that day the Hispanic world celebrates its marriage of the Spanish with Indian cultures. *La Raza* as a term is therefore necessarily broad and all-encompassing. It even reminds our "Chicanos" that they, the Indians, were here first!

President Díaz Ordaz also said, "Instruction alone is not education." He was right again, for today we must also be politically oriented in order to grasp what is happening to our society. The fact that groups of Mexicans would picket conferences devoted to exploring the means for improving the lot of Mexican-Americans illustrates and emphasizes this point.

Look at this paradox: You have on the one hand a group of dissidents within the ranks of *La Raza* who condemn the use of Spanish in the early grades to reach children whose language experiences have been almost exclusively in Spanish. Although most of these children are native Californians, their parents came from Mexico, or Cuba, or Chile, or elsewhere. Yet, to help these children enter the stream of American life, we can be most successful by building upon their knowledge of and ability to use Spanish in those ways that will be most conducive to the children's adoption and use of English.

Those among you who are sabotaging this noble effort probably are uninformed regarding the best educational practices and unwilling to make the effort required to become informed.

California as you know was a bilingual state under the First Constitution for 30 years; this was later changed in 1879. You also know that permissive legislation today allows Spanish to be used as an official language in the schools. Bilingualism is a state privilege; it was not mandated by the Treaty of Guadalupe Hidalgo.

I received a clipping recently about a short address Gene Gonzales made during the dedication of a new school in the Pico Rivera area. The school was being dedicated to the last Mexican Governor of California, Pio Pico.

Gene asked the "today-oriented" audience why a school should be dedicated to a Mexican who had not only fought the Americans in 1846, but had actually sought a means of turning California over to the English in order to keep it out of the hands of the threatening gringos!

I think Gene's observations on this personality are instructive to us all: "Why do we honor Pio Pico?" Gene asked. Then he responded to his own question in this way:

"The man was a Mexican patriot, who wanted to do what he thought was right for his country. When the relentless demands of history proved that an American was to rule this vast continent from ocean to ocean, Pio Pico with all his family, and all other Mexicans who resolved to stay in California, simply became good Californians, good Americans. They continued to work for the improvement of the lands which they still owned but which were now administered under different laws."

Pio Pico, continued Gene, was an example to all of us today, as was Vallejo in the North and de la Guerra in Santa Barbara. Dedicating a school in Pio Pico's honor is, to quote Gene, to "rededicate ourselves to those principles of gallantry common to the Spanish speaking and to the industry for which the Anglos are famous. Our California society is indeed a mixture; a healthy mixture. . . ."

Our American civilization is a mosaic of cultures. But it is a mosaic woven together by those first principles of government as understood by our founding fathers and written large in the history of the world when the Declaration of Independence was drafted.

It is certainly true that Americans of that age set their standards very high. But the fact is, they did establish them. The fact is that it has been America's destiny ever since to live up to them. No other nation in the history of mankind has ever set for itself such goals as did our ancestors. It may be that we mortals can never live up to such ideals. But we must try. Jefferson tried, Lincoln tried, and the little Mexican-American Sergeant Richard Campos of Sacramento, killed in Vietnam and buried next to Admiral Chester Nimitz at Golden Gate National Cemetery, also tried.

I could not close with words more appropriate than those of Gene Gonzales at that Pio Pico dedication. Gene stirred his audience when he concluded: "If we take the trouble to learn, we will find that what is lasting about the memory of a man, or of a nation, is what lasting values that man or that nation left to posterity.

"Material wealth corrupts and dissolves with time – not so with values. This is what this rededication to education is all about.

"Let us heed the lessons of our ancestors, and we will be the better citizens."

This is indeed what education is all about. □

"...the task of developing those ... skills necessary to reach the depths of inner existence..."

THE CHALLENGE

EUGENE GONZALES
Associate Superintendent of Public Instruction; and
Chief, Division of Instruction

I am pleased to have this opportunity to greet you, the participants in this, the second annual statewide conference to be devoted to the issue of educating the Mexican-American child and adult. We are here at the request of the Superintendent of Public Instruction, attending a conference sponsored by the State Department of Education. Since the first Nuevas Vistas conference was held, the State Department of Education has cosponsored at least 12 workshops designed to explore the needs of the Mexican-American child, and they were all well attended. Our purpose here is to discuss the ways in which we can effect the improvement of instruction of Spanish-speaking students in our public schools. Our task, which has so often been considered an impossible hurdle, can now be considered a worthy *challenge*. It is your challenge and mine: To develop new techniques using tested materials to eliminate the poor showing of our system of education which has been so insensitive to the needs of the Spanish-surnamed citizen. I am referring to the American of Mexican descent – the sleeping giant who is now flexing his muscles and gaining attention.

Colleagues, consider these questions: Do we have the understanding and support of the policymakers in education? Would we have the present situation if school personnel were not continually lulled by the myth of the subtly condescending stereotype of the Mexican-American?

Why is *change* so difficult? Why have we not developed adequate approaches to teaching the basic skills of communication? Why have we not utilized the obvious attributes of the Spanish-surnamed: his native tongue and his cultural values? Are we aware of the cultural contributions he is making to the Southwest's way of life?

I believe that, with the knowhow, perception, and experience gained in the 12 workshops of the past year, *el intercambio de ideas* of the next 30 hours will enable us to return to our respective communities and schools much wiser and with greater understanding of the questions posed at this conference and of the implications of their answers.

We have teachers and administrators; we have concerned parents; we have spokesmen of reputable organizations committed to upgrading educational programs for the Spanish-surnamed; and tomorrow there will be more of them. You and I must be a part of that group, and together we must remove the barricades erected by far too many years of maintaining the status quo.

Can anyone doubt that this is the time for change? This is the moment for creative innovation, and this is surely the day to accept the Mexican-American as a bona fide citizen and a genuine asset to our nation.

I place before this assembly a *charge* . . . a *challenge*: that in the next 30 hours, every ounce of energy we possess, individually and collectively, be directed to that which will result in the development of the best instructional program yet devised for Spanish-speaking Americans.

This Second Annual Nuevas Vistas Conference was called by Max Rafferty to determine what kinds of instructional programs should be provided for California's Mexican-Americans. If we truly believe in Juan and Juanita, then we must modify our common, *spraygun* curriculum and focus our strengths and knowledge on the bilingual, bicultural, and, until now, bypassed American of Mexican descent!

We entitled the First Nuevas Vistas Conference, *¡Si, se puede!* and we are doing it!

I know that the many parents and young adults here, today, are interested in assisting us in finding the answers to the many complex and perplexing educational challenges facing the community.

I firmly believe that we can meet the challenge. And this challenge can be met *without* pickets, demonstrations, walkouts, or *walk-ins*! We can repudiate the *senseless* accusations of fringe groups that attack the bilingual-instruction approach as communistically inspired *or* as meaningless tokenism. We will *win* the battle to educate Americans of Mexican descent if we *resist* being mired down by our efforts to defend methods and philosophy.

My friends, in accordance with the theme of this Second Annual Nuevas Vistas Conference, adelante! □

UNDER, OVER, AND PRECISELY: A BALANCED BILINGUAL PROGRAM

ELIZABETH OTT
Director, Language-Bilingual Education Program
Southwest Educational Development Laboratory

Today we are in the midst of a social revolution. As educators – members of society's most significant institution for its preservation and maintenance – we do not have a choice of participation, but rather are automatically cast in active, vital roles that are central to the greater issue of directing the future of this country.

The determination of this direction calls for a broad and careful searching of knowledge in the fields of human experience, deep insight and concern for humanity, and the collective wisdom and intelligence of the total education community.

Many Americans continue to confront economic, political, and social restraints which have maintained over a century of residence in this land. Immigrants from other countries fled poverty, oppression, and despair; they came with hope, but they often found hostility and discrimination. They also found opportunity. Though they had to dig ditches, work in sweatshops, and resort to other types of stoop labor, they maintained their dignity and earned the right to make demands on society, thereby moving up and out.

The waves of Spanish-speaking immigrants from Mexico arrived during the late part of the nineteenth century and the beginning of the twentieth century and became the major labor force in the agrarian economic structure that was developing in the Southwest. Their educational needs were ignored, and their principal value was seen as the number of hours spent in planting, tending, and harvesting crops, often with not even subsistence level earnings.

Although in our country there is wide agreement, support, and acceptance of the fundamental value of equal educational opportunity, when it comes to areas of specific application, there is considerable disagreement over its meaning. There are evolutionary changes in the interpretation of the concept which give a perspective to bases for disagreement today, but these changes also indicate some interpretation of the concept of equal educational opportunity for the future. I propose that *for the Mexican-American*, equal opportunity of education implies and demands consideration of his native language and culture.

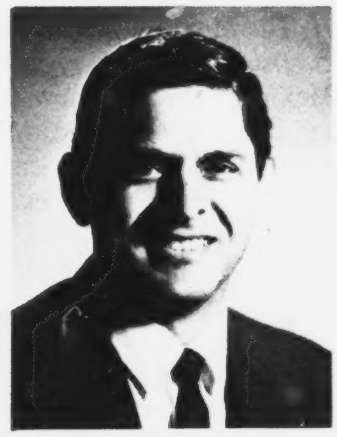
A primary factor in the educational deprivation of the Mexican-American is his general lack of facility with either English or Spanish as far as entry into the formalized educational program of the school is concerned. If the child *did* have proficiency in Spanish, it would be of no service to him in the school systems of this country. The fact that he exists in a bilingual-bicultural context can no longer be ignored when educational programs to meet the unique capabilities and needs of the Mexican-American are being designed.

For the person whose native language is Spanish, improved language competence in both Spanish and English is desirable for the individual's success in school, job advancement, and psychological health.

The bilingual-bicultural child may well start life with the enormous advantage of having a more open, receptive mind about himself and other people and may be among those most likely to work out for us a new, nonethnocentric mode of social intercourse which could be of universal significance.

Obvious weaknesses of past educational programs and practices were (1) overemphasis of English language skills; (2) under-estimating the power of the Spanish culture and the beauty of its language; and (3) the lack of precisely the right balance in an educational program which will fully develop the bilingual child and harmonize the two cultures in which he exists. □

WHO IS THE MEXICAN-AMERICAN?



JULIAN NAVA
Professor of History
San Fernando Valley State College

This is truly a beautiful group of people. Five years ago, and certainly ten years ago, the likelihood of individuals like you coming to a meeting like this seemed so remote; yet here we are at a very timely point in our nation's development and in the continuing evolution of public education in the United States.

The fact that we can ask, "Who is the Mexican-American," is a sign of new strength and maturity in the United States. I view the question in a purely positive light. All of us are witnesses to the unrest and new demands of so-called minority groups; however, these demands are a blessing in disguise. They remind us that there are still many unfulfilled promises and some preaching that we do not, as a people, fully practice. The demands of minority groups are consistent with American tradition. Except for those minor elements that are clearly negative in attitude, the demands of minority groups today show confidence in America – confidence that their demands can be met.

I think that our generation is one of the most important in American history, for during our time the minority groups will save the majority from itself. Most of us here will understand what I mean when I say that the minority groups will save the majority. However, many Americans have forgotten that America is a land of immigrants; all of us are members of a minority group.

We have set the stage for a look at the Mexican-American minority group as it fits into American history. It may not surprise you that the Mexican-American confuses many people. He does not fit the pattern of the relatively successful immigrant because the theories about immigration, acculturation, and assimilation have been based on the transatlantic immigrations.

Many people are sincere when they say, "The Germans, the Irish, and the Jews have made it. What's the matter with the Mexicans?" This is a fair question that cries for answers. Amid the answers we may find a definition of the Mexican-American.

Untold thousands of Mexican-Americans have indeed "made it." However, most of these get lost in the American crowd. They become "invisible" due to monetary success, professional achievement, and intermarriage. Some change their names, while others do believe that blondes have more fun. Many of these people are no longer identified by others nor do they identify themselves as Mexican-Americans.

Most Mexican-Americans have not been assimilated to the extent that other groups have, and this is due to events and forces in their peculiar history.

Mexican-Americans are a heterogeneous group. Because other groups know so little about them, it is understandable that people talk about Mexican-Americans as if they were all alike.

It is not surprising that Mexican-Americans reflect some emotional and psychological tensions. Tensions revolving around the question of identity have existed in Mexico itself for centuries; the issue of identity has not been resolved there either. (There is no monument, no plaza, no avenida in Mexico named after Hernan Cortez; and one talks about the *mestizo* or the Indian contribution as an ideology connected with the revolution.) Well, since Mexicans themselves are still in turmoil over *what is a Mexican*, it is not surprising that Mexican-Americans will differ in opinion and that others may be even more confused.

There is constant reinforcement of the Mexican culture in America today. No other minority group faces such pressures from the motherland as does the Mexican-American. I am sure you are aware that Mexican Spanish-

speaking radio, newspapers, magazines, movies, and television abound in the United States. Personal contacts back and forth across the border number in the many millions every year. Therefore, even if you would want to, it is hard to escape association with, or shed, your *mexicanidad*.

The Mexican influence is not declining in importance; it is rising. At home, fewer people are defensive about Mexico. There is a new pride and confidence in things that are Mexican. Granted, Mexico has some serious problems, but generally the Mexican stock in art, music, architecture, politics, and economics is steadily rising throughout the world. In fact, the Mexican peso is now a little "harder" than the American dollar is in Zurich, Paris, and London. Throughout the world, Mexico commands respect.

Many Mexican-Americans have not wanted to become fully Americanized. Many Mexican-Americans have preferred to preserve such traits as personalism, close social and family groupings, old loyalties, and other virtues rather than to adopt many of those that prevail in our American society, such as industrialism, aggressiveness, financial success, and so forth. Of course, the fear of being rejected has caused many Mexican-Americans to refrain from moving into Anglo-American circles. In short, for several reasons this group has been more isolated generally than other American minority groups.

Cultural diversity should be treasured and enjoyed as long as it is within a framework of loyalty to American principles, democracy, and desire to improve our country. Whether we are concerned with the Mexican-American out of political necessity or enlightened self-interest, I hope that all of us would agree that the goal at hand is to strengthen America, rather than the preservation of the cultural traits of the Spanish, French, German, or other groups as an end in itself.

Many people have been "crying in the wilderness," so to speak, on behalf of the educational needs of the Mexican-American. Fortunately, our California Superintendent of Public Instruction has been asking good questions and has been acting out principles so as to broaden the base of opportunity in public education. Superintendent Rafferty has done more in California to encourage the teaching about the role and contributions of minority groups, as well as understanding for cultural diversity, than all previous superintendents of public instruction in California. This cannot be denied (and I am a Democrat). He deserves that credit,and I trust that he will get it.

Finally, in answer to the question: "Who is a Mexican-American?" – he is an American. Everything we do and say should reinforce this legal fact, and then we should proceed to make it a social reality. I believe that bilingualism or cultural pluralism can enhance being an American rather than detract from it.

I trust that all of us realize that the problems the Mexican-American faces constitute a challenge like those of other American minority groups, and, if these problems are given prompt, vigorous attention, they will become prospects for a stronger and better America. □

"Cultural diversity should be treasured and enjoyed..."

SOCIOLOGICAL OVERVIEW OF THE MEXICAN-AMERICAN IN RURAL AREAS

JULIAN SAMORA
Professor of Sociology
University of Notre Dame

The "sleeping giant" that characterized the Mexican-American of the Southwest has awakened. Between yawns from his long sleep, he stretches his arms and legs, and those around him are perturbed.

This "giant" will never sleep again. He is no longer docile, fatalistic, pacifistic, long-suffering, and patient. He will no longer be called the invisible minority. He is among you. He is on the scene. You see him, you hear him, and you will hear him even more.

Now that we are finally aware of his presence, it behooves us to listen to his complaints: those of being neglected, exploited, and oppressed. In the overwhelming uprising of the poor in this society and in our day, his – the Mexican-American's – is but another voice.

In this decade, farm workers have been organized, labor and school strikes have been staged and some won, bilingual and bicultural education has begun, innumerable studies have been completed, boycotts have worked, a Southwest Council has been formed, a Mexican-American legal defense and education organization has been established, demonstrations have brought results, LA RAZA UNIDA is functioning, an interagency committee at the cabinet level is operating, many Mexican-Americans have been appointed to positions of import, state and federal officials are seeking to create special programs for this minority, foundations are welcoming projects which they might sponsor, and educators and students are organized.

Old leaders are losing their influence, and new leaders – young and impatient – are quickly taking their place. It is truly an exciting and frightful decade.

This decade has seen a fantastically large population movement in the Southwest. The movement has been two-pronged. One prong is represented by those who have moved from Colorado, New Mexico, and Arizona to Texas and California (mainly California); the other population movement within the states is the migration from the rural areas to the cities.

In 1950, 25 percent of the Mexican-Americans in California lived in rural areas; in 1960, 93 percent were urban residents. This shift in residence means that rural people – who generally are less well educated and have fewer skills – have been flocking to the *barrios* and *colonias* of the cities. Although the same thing is happening throughout the United States, it is occurring more rapidly and in greater proportion among Mexican-Americans, who for centuries have been predominantly residents of rural areas.

Although the plight of the urban Mexican-American is a sad one characterized by poor housing, unemployment, low educational achievement, and inequality before the law, the position of the rural Mexican-American is even worse.

Let me state unequivocably that these are not minority group problems (i.e., Negro problems, Mexican problems); rather, they are American problems, yours and mine. We – the society – have made them what they are. As educators, it is our task to use all means at our disposal to bring equality of educational opportunity within reach of all children. □

SOCIOLOGICAL OVERVIEW OF THE MEXICAN-AMERICAN IN URBAN AREAS

RALPH GUZMAN
Assistant Professor of Government
California State College at Los Angeles

In a classroom composed of Mexican-American students, one frequently finds in microcosm the negation of the mission of an educator; for even the most sanguine of educators would find it difficult to sustain the proposition that Mexican-American children are prepared to operate effectively in either the larger American society or in the ghetto community. And any educator who reports that the majority of his students are satisfied or content with their lot in life confesses to a record of failure and deserves immediate dismissal.

Contrary to the ideologies and contrary to the Mexicanologists, the Mexican border does not represent a protective shield from the realities of American life. The proximity of the Mexican-U.S. border affects in no way school dropouts in East Los Angeles – or in San Diego, for that matter; it does not improve street cleaning in Maravilla; it does not affect de facto segregation in our schools; it does not provide jobs for the unemployed; and it does not integrate housing. The problems that Mexican-Americans face are American problems; they are rooted in America and will be resolved in the American political arena. In this sense, Mexican-Americans have declared their independence from Mexico, and it is time for the American society to realize it.

The educational system for Mexican-Americans can best be understood within the context of a particular urban setting. Perhaps the most important distinction that can be drawn is the middle-classness of the American educational system. This, indeed, is probably the focal point of the inability of the majority of American schools to relate to the needs and problems of the minority groups and the poor. It is perhaps a most common American trait to take a perfectly functional system and apply it endlessly in all circumstances. Thus, while the aim of education – the gearing for life – remains the same, unfortunately so do the techniques. This means that irrelevant systems frequently become functional to themselves rather than to the task at hand. In other words, the complexity of arrangements and institutions relevant to Glendale become meaningless in Boyle Heights. In the Mexican-American community, the essential task of providing for an effective educational system – one that will enable the Mexican-American to compete successfully in a middle-class world – becomes lost in a welter of memoranda, lesson plans, policy statements, and teacher-training institutes.

The urgency and the complexity of the task of educating minority groups is such that extravagant bonuses should be considered as a means of inducing excellent teachers to assist in accomplishing the task. Minority group neighborhoods need excellent teachers more than they need excellent administrators.

By the same token, we must question archaic and shopworn notions of a profession that confuses itself with a medieval guild. And the suspicion, lurking behind rejection of service in ghetto areas, does not pass unnoticed. In short, teachers themselves must have enough self-confidence in their own expertise and abilities to permit uncritical cooperation with nonprofessionals of the communities and parents being served.

It is not enough for a teacher to know intellectually, out of a book, that every social group contains natural leaders, undiscovered scientists, and undeveloped poets; if he does not apply it to students in his class – to real human beings – he is just as much a loss to society as if he never knew it at all.

Too often men lament the passing of the frontier in American society, the disappearance of vast challenges, and the lack of opportunity for exploration, but in the education of minority children, there are uncharted seas that Columbus never dreamed of and potential wealth to dwarf the Gran Quivida. □

UNITED STATES AMBASSADOR RAYMOND L. TELLES
Executive Director, United States-Mexico Commission
for Border Development and Friendship

UNITED STATES-MEXICO COMMISSION FOR BORDER DEVELOPMENT AND FRIENDSHIP

I am highly honored and deeply grateful for the opportunity to be with you this afternoon. In a very sincere and real sense, I feel very close to most all of the participants of this conference, and so I speak to you not only as the Chairman of the U.S.-Mexico Border Development Commission, but as an old friend and fellow American who has had similar experiences, both as a private citizen and as a public servant.

I have been indeed fortunate to have had the opportunity to work closely with President Johnson, and he has asked me to extend to each and every one of you his greetings and his good wishes. He appreciates your interest, efforts, and cooperation in the solution of our social problems, in the task of creating a great society, and in making our communities better places in which to live.

I am confident that you will agree that our decisions and actions of today will affect our country and the world for many years to come. I realize, as you all do, that the task before us is one filled with difficulty and hardship. But, as a fellow American, I am confident that we will be successful in meeting our problems and our challenges.

As you may recall, our great presidents Lyndon B. Johnson and Gustavo Diaz Ordaz of Mexico met in Mexico City in April, 1966. At the conclusion of the meeting, a joint statement was issued in which the two presidents expressed their determination to strengthen the friendly relations between the frontier cities of both countries and to elevate the lives of those who live in the border region. They agreed to create a commission which would study the manner in which these objectives could be realized by cooperative action – to raise the standard of living of the respective communities from a social and cultural as well as a material point of view.

Accordingly, an exchange of notes between the U. S. and Mexico took place on December 3, 1966, which created the U.S.-Mexico Commission for Border Development and Friendship.

Early in 1967, I was asked to become the chairman of the U.S. section of this commission which was to be composed of top level representatives of many of the federal departments of the U.S. Government. We have ten members at the level of assistant secretary.

My first act, as chairman, was to travel along the entire border. This trip enabled me to refamiliarize myself with the problems faced by the people who live along the border:

- As many of you who have travelled along the border know, a significant portion of the population is concentrated in urban areas. With the exception of the Imperial Valley in California and the Rio Grande Valley in Texas, the prevailing arid and semiarid conditions preclude a flourishing agricultural economy.

- We have found that 28 percent of the families living on the border earn less than $3,000 per year, while the national average is $5,660.

- A large percent of the people receive some form of public assistance.

- The image of the area is one of low family income, out-migration, and unemployment, which has varied from 6 percent to 11 percent between 1961 and 1967.

- According to the 1960 census, almost 21 percent of this area's population over twenty-five years of age completed less than five years of school.

Those of you who have ever been involved in launching a new government organization know how difficult and time-consuming such an effort is. I am pleased to say that, in the relatively brief period of time of less than one year, we have created an organization – paralleled by a similar organization in Mexico – which can now begin to tackle the long task ahead.

Last summer our commission held public hearings in several cities along the border in an attempt to identify specific community projects which could be implemented quickly. We sought projects for which there existed the necessary technical and financial studies and for which we could anticipate priority consideration by the federal agencies that help finance such projects through loans or grants. I am happy to say that we were able to identify a broad range of activities, some of which are now well under way. As examples, I cite the port development programs in Brownsville, Texas; a border industrial development survey; a study of tourism; a manpower training project in Calexico; a range of beautification projects; and many others in all four border states.

In terms of our bilateral program, we have actually surprised ourselves. We have made far more progress than any of us dared to hope. Our Mexican colleagues have been most friendly and cooperative, and we have agreed to work cooperatively on many matters which affect the welfare of the border zones. Some of these are: urban development, public health, transportation, beautification, manpower and labor, education, and emergency planning.

You must understand, however, that the fruits of our labors may not become apparent for another year or two.

I think you may be interested to know also that the collaboration between our country and Mexico following Hurricane Beulah in the fall of 1967 led to an agreement to establish a formal mechanism for the development of cooperative emergency planning and disaster relief measures. These are to become operational in the event of any future natural disaster along the border. The objective is to save human lives and to minimize the loss of property.

Given the particular interest of this group, I think you will not be surprised to hear that we have identified job-oriented-vocational-skills training as a priority need for both sides of the border. A group is now studying the possibility of creating vocational training centers along the border to provide service to students from both Mexico and the U. S. We have also begun to make arrangements for the exchange of technical and vocational teachers and for binational cultural community centers to serve the needs of the poor in at least two twin-city complexes along the border.

The commission is not empowered to execute projects directly. It has no funds of its own. It operates through the many federal agencies that are focusing attention on a broad spectrum of social and economic problems throughout the U.S. The U.S. section of CODAF (the commission) is an organization whose function is to call to the attention of the executive departments of the government those projects and activities which are determined to be essential or desirable for the improvement of the economic and social welfare of the border. We are in no way involved in any attempts to sponsor development on the Mexican side of the border to the detriment of development on the U.S. side.

The commission is not in a position to respond directly to requests for help by providing grants or loans, but I can assure you that any worthwhile program or activity in keeping with our objectives and which is called to our attention will receive our most enthusiastic and vigorous support. □

WILLIAM McLAUGHLIN
Director of Elementary and Secondary Education
U.S. Office of Education, San Francisco

FEDERAL RESOURCES FOR CALIFORNIA EDUCATION

In terms of the question of federal resources, you are essentially the major resource that the United States Office of Education has at its disposal. You are the people who understand and interpret the program-need of the children in our schools.

The second fact of life is that we are responsible for working with state departments of education and with school districts working with the states on all of the problems that relate to the federal funding picture. So there is a teamwork involved here . . . .

Now the impact of federal money in California education has been very dramatic since the passing of the Elementary and Secondary Education Act of 1965. Most of our school people (and I chose the word "most" very carefully) and many communities (and here again the word "many" is important) have faced reality and have begun the agonizing appraisal called for under such words as "compensatory education," "instructional resource centers," "innovative programs," "the handicapped," "the dropout," "improved counseling," "preschool needs," and the new "bilingual program."

During the past three years, we have not had an easy time in dealing with the federal resources, but I feel very strongly that the years ahead are going to be even tougher, because we have had our initial surge of heavy funding from the federal level through the Elementary and Secondary Education Act.

There are three things I would like to comment on briefly: first, in reference to all of the federal programs, I think we should be more imaginative; second, we need to work on a closer relationship between the curriculum of the schools and the needs of a community; and third, we have not done much with technology and there could be more imaginative activities in the technological sense, certainly.

I am appalled by the fact that I have not been able to find a library receiving funds under Title II of the Elementary and Secondary Education Act that has in it materials about Mexican-American heritage and bilingual activities that would allow boys and girls of Mexican-American background to consider that the library belongs to them, too. We have model libraries developing throughout the country, but I would like to know what the status of these libraries is in terms of meeting the needs of the Mexican-American child. Library materials are just as relevant to the boy who has a tough time speaking English as they are to any other child in the school environment, and when any child walks out of the classroom, he shouldn't have to walk past the library, he should be able to walk into it, and preferably into an instructional resource center.

Talk about reaching the unreachable star and of dreaming the impossible dream . . . I think it is appropriate in a group like this to say that we've reached some of the stars in the initial efforts of the Elementary and Secondary Education Act. And I think we have fulfilled a few of the dreams, but now we are at the point where it is going to be increasingly hard and agonizing to reach the more distant stars. □

"... we need to work on a closer relationship between the curriculum and the needs of a community..."

COMMISSION OF THE CALIFORNIAS: CALIFORNIA-BAJA CALIFORNIA

MRS. ZAN THOMPSON
Deputy Director, Commission of
the Californias, California – Baja California

Lt. Governor Robert H. Finch extends his warmest good wishes to the Second Annual Nuevas Vistas Conference. The first Nuevas Vistas Conference was an enriching and informative session for those who attended and will provide a firm foundation for the exciting work to be done at the second Nuevas Vistas – Un Hito En Verdad – for the challenging work remaining to be done for the child of Mexican descent.

The Commission of the Californias was created in 1964 and consists of a California delegation and a delegation from Baja California. A lofty goal was set: to enrich the social, economic, and cultural advancement of both states.

The Commission is focusing on: maintaining and improving the existing excellent interstate relations; encouraging people of both states to enjoy tourism; exchanging teachers and teaching materials for the enrichment of education; unlocking the treasure stores of the water around Baja California by a study of oceanography; fostering an exchange of ideas among ranchers and growers of the two states to realize the full potential of agriculture; and studying the dollars and pesos of day-by-day business with a hard look at each state's economics.

"... the heritage of yesterday, the richness of today, and the promise of tomorrow."

Members of the Commission are divided into three groups: public members, legislative members, and special representatives. Each member has a dynamic interest in the three Californias. They are people involved in ranching, agronomy, fishing, education, and cultural exchange.

Representatives of the Commission of the Californias have met several times with the United States-Mexico Commission for Border Development and Friendship and have assisted in several projects, including Border Beautification Day.

Distinguished testimony to the growing stature of the Commission of the Californias is the interest of the governors of the three Californias. Governor Ronald Reagan, California; Governor Hugo Cervantes del Rio, Baja California Sur; and Governor Raul Sanchez Diaz, Baja California, have attended several sessions of the Commission and are regularly informed of the work undertaken by the subcommittees.

Lieutenant Governor Finch says that the importance of maintaining and widening the relationships of the Californias cannot be stressed enough. We share a coastline, a climate, challenges, and problems. As neighbors and friends, we hold in common the heritage of yesterday, the richness of today, and the promise of tomorrow. □

JOHN PLAKOS
Director, Mexican-American Education Research Project
California State Department of Education

MEXICAN-AMERICAN EDUCATION RESEARCH PROJECT

The educational needs of Spanish-speaking children have been discussed and debated among educators and other interested persons for several years in an effort to understand how these pupils might be best served in our schools. These discussions have come about because of the disproportionately high dropout rate of the Mexican-American pupils in our public schools.

Our research shows that there are 600,000 pupils of Mexican descent in our schools – the largest minority group in attendance – and that 50 percent of these pupils do not complete the eighth grade, and 73 percent do not complete high school.

In an attempt to determine some of the reasons for this dropout rate, surveys were made by the Research Project and some very important information was obtained. For example, it was found that 86 percent of the 1,000 school districts that serve pupils of Mexican descent do not have special programs for the education of Spanish-speaking pupils; and that 57 percent of the teachers working with these students have not had any special training in working with non-English-speaking children. It was found that problems causing the greatest difficulty for Spanish-speaking children are: a limited vocabulary, reading disabilities, lack of English fluency, low aspiration level (which is debatable), low interest in school, speech difficulties, and poor word-attack skills.

With this information in hand, bilingual instructional programs were put into operation in experimental classes in different areas of the state in an effort to determine the degree of success the Spanish-speaking children might have in special programs designed around the strengths and needs of these children.

It has been determined that children whose native language is Spanish and whose cultural backgrounds are different from the traditional school culture upon which the curriculum is based may be expected to experience difficulty in meeting the demands of the school world. Among the possible causes of failure are these: (1) a lack of experiences out of which concepts may grow; (2) an inadequate command of the English language – the language of the instructional program; (3) a lowered self-confidence resulting from repeated frustration and failure; and (4) an unrealistic curriculum which imposes reading and writing requirements in English *before* skills in listening comprehension and in speaking fluency have been mastered.

In view of these factors, which are generally descriptive of the school problems of the Spanish-speaking child from a low-income family, programs of instruction have been designed that attempt to deal with these failure-producing conditions and to assess the effectiveness of such efforts to improve the educational opportunities of Spanish-speaking children.

As the Mexican-American Education Research Project continues its evaluation of the experimental classes, all useful information will be disseminated to all interested educators and community groups. □

PROJECT FOR ADULT EDUCATION: ADULTS WITH SPANISH SURNAMES

WESLEY BALBUENA
Consultant, Bureau of Adult Education
California State Department of Education

The principal objective of the Spanish-Surname Adult Project is the development and implementation of research programs involving adult students with Spanish surnames. In fiscal year 1967-68, we attempted to strengthen the leadership functions of the California State Department of Education by improving instructional materials in the areas of English as a second language (ESL), Americanization, and parent education.

Project personnel conducted a statewide survey of existing adult-school programs serving adults with Spanish surnames. The survey questionnaire was carefully structured to elicit specific responses that would be meaningful to the objectives of the project: (1) to establish auxiliary services that would aid in the implementation of those experimental programs that meet the social and educational needs of our Spanish-speaking students; (2) to increase cooperation and improve communication among the various existing agencies, both private and public, and among individuals interested in improving the educational opportunties for Spanish-surnamed adult students; (3) to promote an increased awareness and a renewed concern for bringing into existence exploratory efforts designed to improve the educational opportunities for Spanish-surnamed adult students; and (4) to provide a professional library as well as a central depository for literature and instructional materials for use by all persons interested in the education of the Spanish-surnamed adult student.

Through the project, during 1967-68, we provided coordination at the state level and supplemented other educational projects that were established to meet the needs of the Spanish-surnamed adult student. We were also able to (1) develop effective guidelines for a well-planned and comprehensive school program for the Spanish-surnamed adult student; (2) establish the specific curriculum approach needed in dealing with Spanish-surnamed adult students; and (3) survey ongoing projects serving primarily the Mexican-American student.

The project personnel studied the educational assets and problems of the Spanish-speaking population in order to provide for the development of untapped potentials.

The project staff improved the level of cooperation and coordination within and between school districts throughout the state in identifying educational problems and assisted in the mobilization of the educational resources that would enhance the education of Spanish-speaking adults. We also evaluated and distributed curriculum guides, research reports, and other related materials to school districts; prepared research reports and publications; and conducted conferences and workshops for school administrators, counselors, and teachers.

A four-day conference was held at the California Polytechnic College at San Dimas, California, December 26-29, 1967, to develop bilingual curricular materials in parent education for the Spanish-surnamed adult student. An attempt was made to develop adequate units of study that would be based on a "*survival-English*" *concept*. The ultimate goal of the 13 lessons that were developed was the integration of all communicative skills. The lessons were designed (1) to lead to the development of language competency and to an understanding of the cultural values of the United States; and (2) to promote an everyday vocabulary that could be used immediately – in the school, the home, and the community. The bilingual materials were disseminated throughout the state on an experimental basis in order to evaluate and reassess (1) the content of each lesson; (2) the use of the audiolingual approach; (3) the variety of materials prepared; and (4) the outcomes which might be expected.

The project staff further attempted to identify and promote the best educational techniques and approaches that could be used to help students acquire new attitudes, concepts, knowledges; to participate effectively in school and community activities; and to obtain gainful employment. □

LEO LOPEZ
Chief, Bureau of Community Services
California State Department of Education

CALIFORNIA'S PROGRAM FOR THE EDUCATION OF MIGRANT CHILDREN

"Projects that have shown great promise for future educational success include the Migrant Teacher Assistant Mini-Corps..."

Through the 1966 amendments to Title I of the Elementary and Secondary Education Act, the California Plan for the Education of Migrant Children was developed and implemented in the spring of 1967. The program constituted California's first statewide effort to strengthen educational opportunities for children of migrant agricultural workers. Approximately 9,671 children participated in projects in 21 counties. A major feature of the migrant program was the development of a multidistrict and multiagency approach to the education of migrant children. Regional and countywide projects were implemented to demonstrate the advantages of coordinated efforts that combined the funds and resources of several agencies. Since most of the migrant children were Mexican-Americans with a limited command of the English language, the instructional program placed strong emphasis on language development and English as a second language.

The California Plan for the Education of Migrant Children called for cooperation with Arizona, Oregon, Texas, and Washington. The five states participated in an exchange of teachers, inservice education of migrant-education staff personnel, transfer of student school and health records, and an exchange of information on effective techniques in educating migrant children.

The Migrant Program, in spite of the many problems encountered, has experienced success through the cooperative efforts of educators and community agencies.

Projects that have shown great promise for future educational successes include the Migrant Teacher Assistant Mini-Corps; Multicounty Project; Countywide Project; "Serve Your Neighbors" Program; and the Tutorial Language Development Project.

The major problem encountered in the implementation of the Title I migrant program was the uncertainty of funds. School districts ordinarily plan programs and employ personnel far in advance of the beginning of a program. Because of late and uncertain funding, final plans for the migrant program could not be made in time to allow districts to hire the best personnel or to obtain materials before the program started. The funding problem cannot be solved at the local or state level; its solution requires federal action.

Another major problem has been the mobility and variety of the migrant population. The most difficult problems encountered in the education of migrant children are presented by the wide variations in the amount and quality of their previous education and language problems. Effective programs must be developed that will meet the needs of migrant children who travel within the state, from state to state, and between the U.S. and Mexico. Progress is being made in the identification of the migrant population, and further advances are expected as the state record depository becomes fully developed. □

PANELS :

English as a Second Language

CHAIRMAN: Leonard Olguin, Consultant, Mexican-American Education Research Project, California State Department of Education, Los Angeles

PANELISTS:

Virginia Dominguez, Consultant for English-as-a-second-language, Los Angeles Unified School District

Harold Wingard, Director of Foreign Languages, San Diego City Unified School District

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Harold Wingard, Foreign Language Director for the San Diego City Unified Schools, pointed out that too many English-as-a-second-language programs are only token efforts to teach English to a child for whom it is a foreign language. He said that programs that provide for a 20-minute ESL class once or twice a week will not have much success.

He said that a child must be provided with an educational curriculum in his own language, or he obviously cannot acquire the skills and the knowledges that are necessary for him to have to be able to function effectively in society.

He described the ideal bilingual program as a school situation wherein all pupils would have their educational program presented to them in more than one language.

Leonard Olguín, Consultant, Mexican-American Education Research Project, California State Department of Education, said that Spanish-speaking children who are learning the English language are confronted with problems that are precise rather than general. He explained that when all the habits of functioning in the Spanish language are instilled in an individual's mind *first*, the problems encountered in learning the English language are precise, predictable, and can be surmounted with the help of a skillful teacher. As an example, Mr. Olguín pointed out that in English, the volume – that is, the rate of flow of air used in producing words – is many times greater than the volume of air used to produce words in Spanish. He said that this difference causes the student to hear certain sounds and to reproduce them in a distorted manner.

Mr. Olguín explained that to ensure maximum efficiency in the teaching of English as a second language, the teacher must know *about* the first language and must understand some of the difficulties an individual may experience while learning English.

Virginia Dominguez, English as a second language Consultant for the Los Angeles Unified School District, stated that the format of a lesson in English as a second language should be clearly understood by teachers of English as a second language. She said that a lesson should contain dialogue and structure, and it should be presented through simple manipulative media: hand puppets, flannel board cut-outs, comic strips, filmstrips, the overhead projecter, and marionettes. There is an infinite variety of uses for manipulative materials in teaching English as a second language.

Mrs. Dominguez emphasized the importance of making the dialogue envelop *ideas* rather than limiting it to a parroting of phrases. She said that choral speaking is a very effective technique in teaching English as a second language.

Mrs. Dominguez said that the child should be involved in learning the English language during every activity throughout the day. □

Evolving of Educational Programs in Teacher Training Institutions Affecting Mexican-American Students

CHAIRMAN: Charles Leyba, Professor of Secondary Education, California State College at Los Angeles

PANELISTS:

Pete Sanchez, Coordinator of Mexican-American Educational Programs, U.S. Office of Education, San Francisco

Xavier Del Buono, Consultant, Bureau of Compensatory Education Community Services, California State Department of Education

Gloria Bray, Teacher, Los Angeles Unified School District; and Officer of Los Angeles Teachers' Association

Panelists agreed that teacher-training institutions must recruit and retain more Mexican-Americans for the teaching profession with whom Mexican-American students may identify. Students could say, "This is my type of man; this is my type of woman. They have done it, and I will do it also."

Charles Leyba suggested that colleges establish community advisory committees to assist in the recruitment of students who have expressed an interest in working with children, but for whom there is almost no prospect of going to college. The students selected would enter a special program, which would include work experience, for which they would receive both academic credit and money, and special seminars that deal with human relations and the academic problems which students bring to school.

"During the program, students would be expected to do outside work in schools serving a Mexican-American community. If 60 of these students graduate as teachers and go to work in the Los Angeles area, you will have raised the number of Mexican-American teachers in the Los Angeles area by 25 percent; in four years, you will have raised it by 100 percent," Mr. Leyba said.

Panelists agreed that such programs should be established; they stressed the need for similar efforts to train Mexican-American teachers for service in rural areas and in migrant education programs. The Migrant Teacher Assistant Mini-Corps Program was cited as an excellent supplementary training program for college students.

Funds are necessary if such programs are to be instituted and continued. Panelists suggested that financial support for teacher training programs might be obtained from the federal government under the provisions of the Education Professions Development Act or from the state under the provisions of California's McAteer Act.

Panelists reminded the audience that programs are needed to train and retrain all teachers of Mexican-American students, and that colleges and universities have an important responsibility for helping to meet the needs of the teaching profession. □

Equal Educational Opportunities

CHAIRMAN: Maurice Schneider, Consultant, Bureau of Intergroup Relations, California State Department of Education, Sacramento

PANELISTS:

Joe Aguilar, Director, Office of Intergroup Relations, San Bernardino City Unified School District

Ernest Robles, Vice-Principal, Washington Elementary School, Riverside Unified School District

John Camper, Project Education Specialist, Bureau of Adult Education, California State Department of Education, Los Angeles

Robert Carvajal, Board Member, Colton Unified School District

Bea Hernandez, Office Manager, Operation Contact, Dependency Prevention Commission, San Bernardino County

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Well integrated schools appear to offer part of the answer for seeking equal educational opportunities for Mexican-American pupils, according to Maurice Schneider, Consultant in the Bureau of Intergroup Relations, California State Department of Education.

Efforts to improve home and school mutual understanding are sorely needed, stressed Mrs. Bea Hernandez, who works in a San Bernardino community referral center called Operation Contacts.

Joe Aguilar, Director, Office of Intergroup Relations, San Bernardino City Unified School District, pointed out that the Mexican-American needs to be taught about his cultural heritage. This, he said, would help Mexican-Americans to build strong self-images. Such a buildup, he intimated, would strengthen such citizens in their participation in all social activities – particularly in school.

Robert Carvajal, Board Member of the Colton Unified School District, indicated that the Mexican population was apathetic to the conditions of de facto segregation. He

stated that if Mexican-American citizens would face the fact that de facto segregation does exist, they would cause changes to be made in the community which would break up the barrios and cause changes in school personnel hiring practices, and soon there would be genuine equal educational opportunities.

Ernest Robles, Vice-Principal, Washington Elementary School, Riverside Unified School District, pointed out that educational bodies have been spending a lot of time in diagnosing the problems of minority groups, but they have not been able to proceed to the prescriptive stage. He said that the "melting pot" philosophy does not apply to the Mexican-American because the Mexico-United States umbilical cord has not been severed, and the immigration of Mexicans to the United States will continue for a long time. Because of this influx, Mr. Robles said, we must devise an effective way to educate pupils of Mexican descent.

John Camper, Consultant in the Bureau of Adult Education, said that the schools have a powerful responsibility for teaching every child that he has value. He said that much of this teaching should be accomplished through accurate presentation of the valuable contributions made by ethnic groups throughout the history of this country.

Mr. Camper added that children with different backgrounds gain much from going to school with one another.

A lady in the audience said that schools in her district are completely integrated but that Mexican-American children are still doing poorly. She suggested that a stumbling block to the success of these children is the poor attitude of the teachers. Without a thorough understanding of the children being taught, she added, a teacher can misinterpret, misunderstand, and thus fail to communicate with them.

The panelists agreed that there were problems throughout the state which were caused, unfortunately, by the attitudes of teachers and the attitudes of administrators.

The second session was devoted to a discussion of the presentations made in the first session. The following comments are representative of those made at this session:

That's what it's all about – attitude.

I think that we should work toward the day when we do not identify ourselves as Mexican-Americans.

This is the first of these conferences that I have attended. I think this has been very challenging to me because I am a superintendent of schools, and I have a Spanish surname.

Just to move a person out of a ghetto or barrio without changing the individual is not doing very much.

The great problem of Mexican-Americans in the State of California is not that they are bilingual, but that they have low language skills in both Spanish and English.

We need to come up with strongly worded statements that effectively express our challenges to superintendents and board members.

I think I often use the word for love in the Greek sense, "Philos," – "love for humanity" – and this is one thing that teachers very often forget.

The teachers, administrators, and board members are going to have to be prepared to try new programs.

I believe that, when you desegregate the schools, you must provide programs that will offer the children being integrated the most positive experience. □

Effective Parent and School Communication

Walt Symons, Assistant Superintendent, Alum Rock Union Elementary School District, Santa Clara County, opened the session by pointing out that in order to understand a child in *any* classroom, something must be known of the child's frame of reference. "This frame of reference is built into the child by his parents, so in order to learn what makes a child go, there must be effective contact made with his parents."

He explained that teachers, counselors, liaison personnel, and all others who seek to learn more about the child's "frame of reference," will, through contacts with his parents, increase his chances of establishing effective communication with the child.

One of the areas in which dramatic changes have been taking place during the last two generations is that of community and school communications. The most recent developments are the direct challenges and messages of dissent being issued to school systems by citizens and students. Here is a real situation with which the school and community may test their skills of communication, Dr. Symons suggested.

CHAIRMAN: Walt Symons, Assistant Superintendent, Alum Rock Union Elementary School District, Santa Clara County

PANELISTS:

Assemblyman William Campbell, 50th Assembly District

Arnold Rodriguez, Director, Community Relations, Los Angeles Unified School District

William J. J. Smith, Project Education Specialist, Bureau of Adult Education, California State Department of Education

Tony Sierra, Board Member, Calexico Unified School District

Dr. Symons also suggested that if a school system could not handle problems arising from dissent through existing channels of communication, then it had better broaden the channels to ensure better opportunity for effective communication.

Tony Sierra, school board member, Calexico Unified School District, said that in every aspect of living – business, society, education – much importance is placed on matters involving human relations, and the preservation of good human relations depends on effective communication.

I think it is imperative, Mr. Sierra said, that school districts located in Spanish-speaking communities have on the staff a person who is able to communicate with these people in Spanish. He added that relatively simple problems quickly become critical problems when effective communication does not exist.

Mr. Sierra said that classroom teachers play an important role in good parent-school relations. He suggested that perhaps home visits should become a required part of a teacher's duties.

Assemblyman William Campbell (55th Assembly District) opened his presentation with the suggestion that education is communication at its highest degree of refinement.

The assemblyman reminded the group that modern communication has been accelerated by educational television, radio, and other audiovisual media, and he said that this acceleration often widens an already existing communication gap between parents and their offspring.

Assemblyman Campbell explained that this speeded-up communication presented a real challenge to educators. He went on to say that educators would need to work very hard to keep the software (curricular material) that the high-speed, highly technical hardware (the machines) uses as up-to-date as the machines are.

He said that persons involved in school-community communications must completely understand the importance of such an undertaking and must recognize the necessity of being prepared to handle the difficulties they will be required to overcome.

Arnold Rodriguez, Director of Community Relations for the Los Angeles Unified School District, pointed out that a major reason for poor communication between the school and the community is that no effective lines of communication exist. He explained that many education and community programs that are designed for Mexican-American children (and parents) are planned and produced without sufficient contact with Mexican-Americans. Programs of this nature would be much more successful if the Mexican-American citizen were involved in the planning and execution of the programs.

Many communication problems arise, Mr. Rodriguez explained, because Mexican-Americans are not familiar with procedures. He said that many administrators are good technicians but very poor human-relations people.

He admonished school people to make effective moves to meet the needs of the Mexican-American community rather than stand by and let somebody else talk the Mexican-American community into making demands.

William J. J. Smith, Consultant in Adult Education with the California State Department of Education, said that in school and parent communication, the "transmitter" and the "receiver" should be on the same frequency, and that both should be turned on and in good working order before any communication is attempted. He pointed out that the form of the message should be unmistakably clear, and that when a different language might be an obstacle, perhaps the children should be used to relay the messages of communication.

Mr. Smith suggested that more effective communication could be established if parent-teacher conferences could be conducted in the homes rather than in the schools.

John Erickson, community relations worker from the Sweetwater Union High School District in Chula Vista, distributed an information sheet which, he said, outlined initial procedures for establishing effective school-community relations. He said school personnel can be effective in the field; can get parents involved in discussing their problems; and can get parents to come to the school and communicate their problems to school personnel. He said that effective school-community relations depend on how well the district personnel get to the people and listen to what they have to say. He admonished that the consequences of poor communication would be unbelievably costly. He said he was extremely hopeful that school systems would take positive leadership roles in establishing strong lines of communication with the communities they serve. □

Migrant Education

CHAIRMAN: Leo R. Lopez, Chief, Bureau of Community Services, California State Department of Education

PANELISTS:

Vidal Rivera, Director, Migrant Child Education, Arizona State Department of Public Instruction, Phoenix

Ramiro Reyes, Consultant, Bureau of Community Services, California State Department of Education

Ernest Paramo, Coordinator, Compensatory Education, Monterey County

William Encinas, Teacher Corps Program, University of Southern California

Ted Zimmerman, Project Education Specialist, Adult Education, California State Department of Education

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In many ways the educational problems of migrant children are similar to those problems of the children who live in urban areas and who are disadvantaged. Both groups face language handicaps, health deficiencies, and problems of cultural identity. Migrant children, however, have one other important educational handicap which results from their mobility. As their parents follow the crops – their paths are as unpredictable as the weather – the children's learning experiences are interrupted and their educational progress impeded.

Educators deeply concerned with improving education for migrant children have asked how we can focus on a moving target. The migrant child moves from county to county and from state to state.

Interstate cooperation among educators may help to solve some of the problems confronted by children who must move from school to school. A trend is evident toward interstate standardization of records, better and more accessible systems of educational identification, and a standardized curriculum.

In addition, educational material is being developed to meet the needs of a mobile population. Migrant children may soon be taking "zip tests" and carrying "zip packs" of educational material with them as they move from area to area and school to school. Such materials will help eliminate breaks in the children's learning continuity.

There is also a trend toward total education. There is a growing concern to educate all persons who have an effect upon and stake in the future of the migrant child.

Important questions need to be asked about the goals of education programs designed to meet the special needs of migrant children. Are educators preparing the migrant child to compete in an industrialized society, or are they failing to teach him the skills which he will need to operate the machinery which in fifteen years will do the work his parents now do in the fields? Is the child receiving the quality of education which will allow him to choose between a life of mobility or of stability for him and his children? Will an inefficient educational program prohibit the child from making a choice about his future?

The answers to these questions will one day determine whether migrant children will look forward to "Nuevas Vistas" or look backward in anger. □

Counseling and Guidance

Speakers in this workshop, "Counseling and Guidance," agreed that some of the most effective counselors are classroom teachers. One panelist quoted from Elaine Dawson's book, *On the Outskirts of Hope – Educating Youth from Poverty Areas*: "The teaching of any subject depends not so much on techniques as on understanding of human behavior. Techniques are easy to master. A good teacher has to play many roles. He has to be a counselor, psychologist, a sociologist, cultural anthropologist, and friend."

The panel made several strong points in identifying some of the difficulties that the Mexican-American pupil faces: The requirements of living in two cultures and of attempting to communicate in two languages has created among our Mexican-American youth many problems of identity and learning, the enormity of which has not yet been truly determined or accurately appraised. For thousands of Spanish-speaking families, or children from these families, the public schools have not kept their glibly-made promise of an education which will prepare them for productive roles in the economic and social life of our nation.

CHAIRMAN: Steve Moreno, Psychologist, Riverside Unified School District

PANELISTS:

Eugene De Gabriele, Project Education Specialist, Bureau of Adult Education, California State Department of Education

Robert H. Ponce, Counselor and English-as-a-second-language teacher, Santa Paula High School, Ventura County

Henry J. Heydt, Jr., Consultant, Bureau of Pupil Personnel Services, California State Department of Education

Mrs. Luella L. Card, Principal, Garfield Adult High School, Los Angeles Unified School District

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The objective of still another project, ACT (Advanced Counseling Technology), is the development of 8mm cartridge films which can be used by the student to see what a person in a given occupation is generally expected to do. Current plans call for the production of these 6-minute films with sound tracks in both the English and Spanish languages.

The panelists agreed that counselors must make positive and frequent contacts with the parents of the Mexican-American child if they are to provide effective counseling and guidance services. They emphasized that *somehow* the school must be made accessible to parents of Mexican-American children. One panelist said, "It is the *people barrier* that must be broken down – not so much the *language barrier*."

The audience was told that one of the major concerns in the area of counseling and guidance is *how* to present occupational or vocational information to students in such a way that they can understand it and *use* it. The types of information and materials available to the counselor are very limited in terms of vocational information. The academically-oriented counselor needs practical information and materials that relate to nonacademic occupations to assist in counseling his students. Preparing a counselor to help the student is an important job.

One panelist explained that the Bureau of Pupil Personnel Services is working very closely with Educational Resources International in the production of materials directed toward providing assistance to the counselor. He also explained that the objective of another program, Project VIEW (Vital Education for Educational Work), is to present *on microfilm* information about various occupations: schools and training facilities; employers; employment trends; and sources of additional information, including addresses and telephone numbers. □

Effective Teacher Aide Programs

"Teacher aides give us an extra chance to provide for each child in the classroom one more opportunity to learn and to succeed."

CHAIRMAN: Roy Steeves, Assistant Chief, Bureau of Adult Education, California State Department of Education, Los Angeles

PANELISTS:

John T. Jimenez, Principal, Maple Elementary School, Fullerton Elementary School District, Orange County

Edward V. Moreno, Foreign Language Consultant, Ventura County

Mrs. Eleanor Thonis, Director, Yuba County Reading-Learning Center, Wheatland

Edwin F. Klotz, Administrative Consultant, California State Department of Education

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Support for teacher-aide programs comes from teachers, aides, administrators, and the community. As a result of the additional help, teachers are able to spend more time on instruction and give more service to students. Teacher aides give us an extra chance to provide for each child in the classroom one more opportunity to learn and to succeed.

The selection of the teacher aide is crucial to the success of the program. Criteria for the selection of teacher aides should include evidence of trainability, maturity, and ability to get along with children. Bilingualism would, of course, be a distinct asset.

Preservice and inservice training programs for the teacher aide were also considered critical for both the teacher and the aide. One panel member noted that "when our credentialled staff did not understand the great number of activities in which an aide might be used, we lost a lot."

Many types of aides were discussed by the panel. Spanish-speaking persons may be utilized effectively in the following positions:

1. *The teacher aide*. Sometimes this person is called a children's aide or a program aide. This aide works in the classroom under supervision of certificated personnel.

2. *The health aide*. In some target areas, neither the school nurse nor the administrator can speak Spanish. A bilingual aide would be of great help in the administration of the health program.

3. *The medical aide*. This aide helps children who have physical handicaps, such as muscular dystrophy.

4. *The extended-practice aide*. This aide helps teach the Spanish language to students (and often teachers) at the convenience and under supervision of a certificated person.

5. *The parent-service aide*. This aide can help to bridge the gap between home and school.

6. *The cultural aide*. This worker assists in the supervision of study trips and other cultural enrichment programs.

7. *The administrative aide*. This aide helps with paperwork and helps to free the principal for other important tasks.

One important shortcoming in most programs was noted. Too often, a "performance outcome" or "behavioral guide" had not been prepared for the aide programs, so the opportunities for objective evaluation of the program have been limited. □

Tutorial Programs

CHAIRMAN: John Sherman, Superintendent, San Ysidro Elementary School District, San Diego County

PANELISTS:

Antonio Valle, Jr., Volunteer Tutorial Program, Fullerton Elementary School District, Orange County

Gilbert J. Solano, County Coordinator, Operation SHARE, Santa Clara County

Fabio Clet, Principal, Nelson Elementary School, Pinedale, Fresno County

Robert A. Olivas, Councilman, Member of National GI Forum Education Committee, Carpinteria, Santa Barbara County

Daniel C. Reyes, Former Director, Interstate Migrant Education Project, Title V, ESEA, Los Angeles

The panel discussed various tutorial programs, including the project in Carpinteria. When this project began, 12 students participated in a bilingual program that was conducted on Saturdays with the assistance of tutors from the University of California at Santa Barbara. The enrollment in the program has increased to 60 students, and the program has expanded to include home visitations and student-tutor participation in various cultural activities of the local and surrounding area. During the summer months, the program was conducted on a daily basis. The program was financed through the efforts of the UCSB Associated Students.

Another program that is steadily increasing in popularity in Santa Clara County is Operation SHARE. This program is conducted on a one-tutor-for-each-student basis. The tutor goes to the home of the pupil, meets the student's family, and works in an environment in which the student is at ease. The tutors are college students, and each college in the county is represented. This approach serves a dual purpose: The child is tutored, and there is a cultural exchange between members of various ethnic groups and diverse social strata. The 1,500 tutorial situations are financed through voluntary contributions. The accent is on involvement.

These and other programs, ranging from those using upper-grade under-achievers as tutors to those using adults as tutors, were discussed in detail. The panel emphasized the fact that the tutorial programs involve a learning

situation for both tutors and students, and that the value of tutor-student relationships was enhanced by the proper matching of students and tutors.

The panelists agreed that there is a need for a coordinated statewide tutorial program; there must be articulation and continuity; there should be parent-community involvement; tutorial materials should be developed, and tutor-training programs should be established; a means of evaluation should be developed; and information about various tutorial programs should be disseminated.

John Sherman, panel chairman, summarized the presentation as follows:

1. Tutorial programs are extremely successful up to a 1 to 5 tutor-student ratio.
2. The technique employed is not as important as the relationship established between the tutor and the student.
3. The organization of tutorial programs depends upon the areas concerned.
4. The curricular program must be determined by the individual student's need.
5. Although tutorial programs are in their incipiency as far as numbers are concerned, those persons involved in the programs are highly enthusiastic about the potential value of the programs. □

"...the value of tutor-student relationships was enhanced by the proper matching of students and tutors."

Bilingual Instruction Workshops

SPEAKERS:

Eleanor Thonis, Director, Yuba County Learning-Reading Center, Wheatland

Edward Hanson, Project Specialist, Bureau of Educational Programs and Subject Specialists, California State Department of Education

Xavier Del Buono, Consultant, Bureau of Compensatory Education Community Services, California State Department of Education

Harvey Miller, Teacher in a bilingual program, Calexico Unified School District

J. O. "Rocky" Maynes, Foreign Language Coordinator, Arizona State Department of Public Instruction, Phoenix

The workshops were concerned with the educational philosophy supporting bilingual programs and on useful techniques in implementing bilingual programs.

Workshop 1 – Elementary

Eleanor Thonis, Director of the Yuba County Learning-Reading Center in Wheatland, California, presented the idea that many of the materials that are needed to work with primary-level Spanish-speaking children could be devised with the assistance of a Spanish-speaking fellow staff member. For example, the teacher could collect childrens' poetry and read it to the children or have a Spanish-speaking teacher's aide read to children.

Dr. Thonis suggested that one activity which tends to produce excellent learning results is the use of manipulative devices, such as puzzles, puppets, toy animals, color games, and so forth.

She pointed out that a child who speaks Spanish generally learns to read Spanish easily because of the high degree of correspondence between speech and print. She indicated that an individual "learns to read" only *once*, and

that after accomplishing that initial learning task, he merely learns to read a new code when he attempts to master another language.

Workshop 2 – Elementary

Edward Hanson, Education Project Specialist, Bureau of Elementary and Secondary Education, California State Department of Education, stated that bilingual education can be conducted chiefly in the following three ways: (1) teaching of content material to pupils in their native tongue while instilling the skills of English; making the transfer to English as rapidly as possible with the idea of abandoning the native tongue of pupils at the earliest possible time; (2) teaching the child in both his native tongue and English throughout the school experience; and (3) teaching all children in two languages, with the intent of producing a truly bilingual society.

Mr. Hanson explained that Senate Bill No. 53, generally known as the "bilingual bill," was permissive rather than mandatory legislation. He made it clear that school districts would be *allowed* to use a language *other than* English as the instructional language of the classroom if the children would better benefit by the use of another language.

Workshop 3 – Elementary

Xavier Del Buono, Consultant, Bureau of Compensatory Education Community Services and Migrant Education, California State Department of Education, spoke about some of the terms which are often used interchangably when bilingual education is discussed. He pointed out that "English-as-a-second-language" (ESL) is confused most often with "bilingual education."

He explained that *bilingual education* is a term which describes, generally, the presentation of the educational program in at least two languages. English-as-a-second-language, on the other hand, is a term which describes a method or technique of teaching English as a *second* language.

Many of the participants in the session expressed interest in an educational program being offered to pupils in more than one language; however, they agreed that the parents would like to have a voice in the selection of the second language of instruction.

Workshop 4 – Secondary

Harvey Miller, teacher in a bilingual program, Calexico Unified School District, identified Calexico as a town with a population of about 10,000. It is on the international border with Mexicali, Mexico, a city of 350,000. He pointed out that about 85 percent of the Calixico residents are of Mexican extraction.

Mr. Miller outlined some of the fundamental goals of the bilingual program in Calexico: (1) to develop and maintain study skills in the Spanish language; (2) to develop skills in the English language comparable to those of native English-speaking Americans; (3) to avoid academic retardation by teaching skills and content subjects through instruction in the student's native language until the proficiency of the student permits transfer to English as the language of instruction; (4) to establish pride in, and understanding of, the Spanish cultural heritage as well as the American culture.

Mr. Miller said that the positive attitude displayed by the teachers involved in the program and the strong central office support has made it possible for the bilingual educational programs of the Calexico schools to meet with a high level of success.

He indicated that much more instructional material is needed and that stronger school and community ties are needed.

Workshop 5 – Secondary

J. O. "Rocky" Maynes, Foreign Language Coordinator, Arizona State Department of Public Instruction, Phoenix, began his presentation by pointing out that direction of any secondary-level bilingual program should depend on what was done at the elementary level. He stated that great care should be taken in all cases to define clearly the term "bilingual" and to identify the needs of the "bilingual" child.

Other problems which deter the success of a bilingual program, said Mr. Maynes, result from the absence of a feeling that those individuals involved in a bilingual program do not "belong" to the rest of the community. Mr. Maynes feels that efforts to involve Spanish-speeking pupils in *all* of a school's activities would greatly enhance the success of bilingual programs. □

MEXICAN-AMERICAN LEADERS SPEAK :

"...every child deserves respect and dignity."

Ernest Garcia, Associate Professor Education: There has been a great metamorphosis in the organizations made up of Mexican-Americans in this state and throughout the Southwest. We will hear today from organizations vitally interested in the political picture, organizations interested in rights of veterans and others, and educators and other organizations that have changed quite a bit from those that you remember as youngsters.

"...the American GI Forum is...open to everybody."

Mario Vasquez, State Chairman, GI Forum: The GI Forum was organized 20 years ago to assist veterans returning from overseas who were being neglected in terms of housing, education, employment, and medical treatment.

Membership in the American GI Forum is not limited to the Mexican-American; it is open to everybody. However, our efforts are directed primarily toward the problems of the Mexican-American in education, veterans' rights, housing, and employment.

Last year we had a problem in education. In one of our state colleges near the Mexican border, the Mexican-American was virtually ignored in the recruitment drive that was taking place on that campus. Our efforts resulted in Mexican-Americans being recruited and even given scholarships.

"...we are a group that does not have to be ashamed of its heritage..."

Reynaldo Macias, graduate student of sociology, U.C.L.A., and member of United Mexican-American Students (UMAS): UMAS was formed to let other Mexican-American college students know that we are a group that, first of all, does not have to be ashamed of its heritage; secondly, that could benefit the society and still speak proudly about its MEXICAN descent; and thirdly, that could give a direct voice at the college level for the Mexican-American.

If anyone is interested in finding out about the Mexican-American, there is no class in Mexican-American sociology at a local university (although there is a class called Ethnic and Status Groups that deals solely with the Negro); there are none in Mexican-American history; there are none in Mexican-American political science. California-history classes deal with the early Spanish California days, but they don't deal with the Mexican-American. This is another reason for the formation of UMAS.

Let me give you an overview of some of the activities of the members of UMAS in the last year:

1. We have provided tutorial services for college students of Mexican descent so that they would stay in school; we also provided tutorial services for junior high school and senior high school students.

2. At different colleges and universities, we have begun to provide some teacher-training programs that emphasize the needs of the Mexican-American child.

3. We are trying to institute classes in the curriculum that deal with the Mexican-American.

4. We have dealt with the community, and we are in the community.

5. We are also working with the teen-opportunities program, which is primarily a program for motivating minority students to go on to college by offering them information about colleges they cannot get from their counselors.

Before you judge an organization, find out, first of all, *who* that organization is and what it is doing. Do not play the game of just reading your newspaper, listening to television, or agreeing with something that sounds good; find out. That's "the educated way."

"Some people want muscle; we want dignity."

Ruben Holguín, President, Association of Educators of Mexican Descent: The California Association of Educators of Mexican Descent is an organization that is open to all. We are not interested in just having the classroom teacher; we are interested in having administrators, all the way up to superintendents. One of the big problems that we have had in getting our association on the road has been actually a constant battle between philosophies: Some people want muscle; we want dignity.

We have been working diligently with boards of education, administrators, teachers, and community groups . . . at all times keeping in mind the education of students of Mexican descent.

We have had much help and much encouragement from many members who are not of Mexican descent, and so the problem keeps coming up every day: "Why aren't you making a big noise? Why aren't you out there carrying a picket sign?" But, we are all professionals, and we feel that if we are to deal effectively with the problem, it has to be dealt with in a very professional way.

"...every child deserves respect and dignity."

Hector Godinas, Past National President of LULAC, Postmaster of Santa Ana City: The League of Latin American Citizens was organized in California in 1946 and has, through training programs and education, attempted to help the Mexican-American enter the mainstream of American life.

In its own way, the League of United Latin American Citizens has tried to interpose some of its ideas upon the nation. We are very proud to say that what is now called the English-as-a-second-language Program was initiated and financed by the League of Latin American Citizens in Sugarland, Texas, in 1958. This program was taken over by the state of Texas in 1959 and then by the federal government.

When our organization was formed in my native city, we were investigated by the district attorney's office as an organization that was suspected of being un-American. The Anglo-Saxon has to be resilient and accept the fact that, although the Constitution says that *all* shall be equal, equality belongs only to the strong and the understanding, and that if we want to be equal as the Constitution says we are, we have to try a little bit harder. The Anglo-Saxon parent must make little Juan understand that the Mexican-American deserves respect and dignity. School personnel must also understand that every child deserves respect and dignity, because a child's acceptance or rejection at school greatly influences the development of his attitude, aspiration, and his total personality.

We must deal with the things that affect our people in their daily lives..."

Bert Corona, State President of the Mexican-American Political Association (MAPA): The Mexican-American Political Association could be described as one that seeks to act for Mexican-Americans in this society through the development of self-determination based on an eventual self-sufficiency.

We are trying to get even the smallest amount of power at the barrio level from the barrio level and from the colonial level all the way up to Congress to put pressure on the President, and so forth.

We believe that whatever little power we can develop must be directed toward a change in this intolerable education gap for the Mexicano.

We fully support the organizations of the Mexicano youth in all high schools and junior high schools in the Southwest. We believe that organization for acquiring the ability and the resources to influence the direction of matters that concern Mexican-Americans must start at the junior high school and high school levels.

We must deal with the things that affect our people in their daily lives: the defense of the barrios and the building of better barrios – urban renewal without removal; the creation of distinctively autonomous communities where our people can live naturally, happily, and with satisfaction.

"...emphasize the importance of education..."

Edward V. Moreno, State President of the Association of Mexican-American Educators, Inc.: The purpose of AMAE is to serve as advisers to state and local boards of education, administrators, faculties, and professional organizations in relation to the educational needs of the children and youth of Mexican descent. At present we are serving on three national advisory committees.

Another function that we have is to emphasize the importance of education to all people in our society – to interpret the role of the school to the community and then, most important, to interpret the community to the school.

I want to stress this point: To the school systems for which we work, we are resource persons available to help the school district do whatever the community and people would like to have done; to the community, or pueblo, we are also resource persons available to help them accomplish what they want to accomplish.

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